

GUIDELINES & GLOSSARY

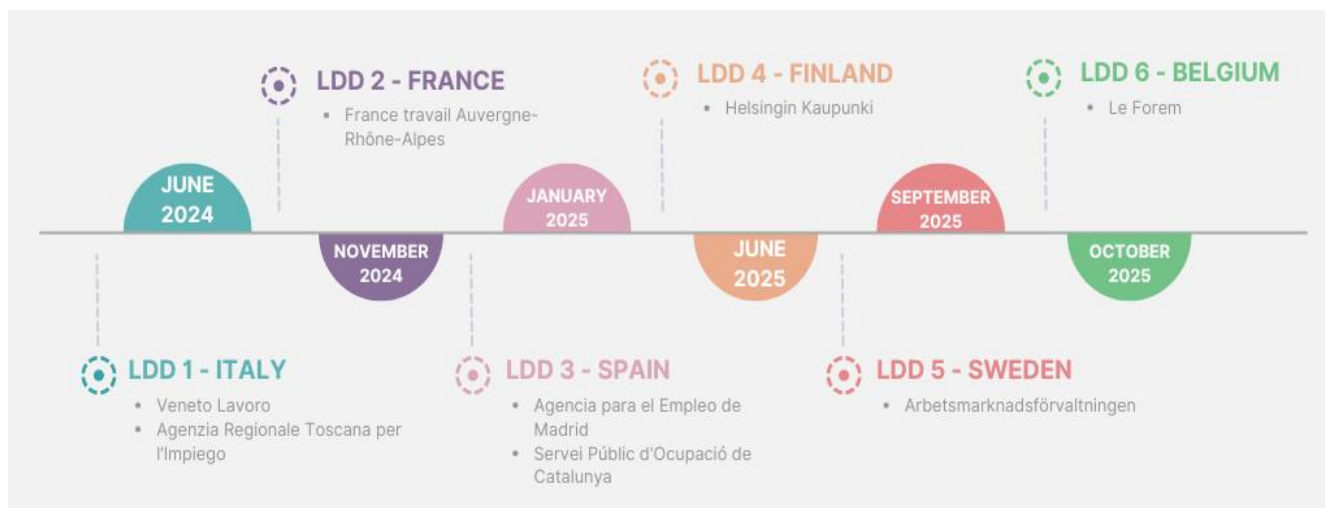
GUIDELINES AND GLOSSARY FOR THE IMPLEMENTATION OF THE LDDs

● Purpose of the document

The purpose of this document is to describe the rationale behind the process of benchlearning through Learning Deep Dives (LDDs), providing the necessary information to get acquainted with the steps, tools and methodology the partnership has developed to ensure an effective implementation of LDDs and the benchlearning process.

● Roadmap of LDDs and best practices

The project partners identified **32 good practices** which were presented very briefly during the 6th online meeting. **These practices will be observed and analysed by project partners during LDDs.** The best practices presented during the visits must be exemplary of the working area to which they refer. More detailed information regarding the specific content of the best practices are included in the document “Roadmap for implementation of Learning Deep Dives”.



Partners	4 areas of Benchlearning			
	1. Sustainable activation and management of transitions	2. Relations with employers	3. Evidence-based design and implementation of PES services	4. Management of partnerships and stakeholders
France Travail Auvergne-Rhône-Alpes	The Bifurcators	Areas of excellence : DOMEX (focus on Digital & Ecological transitions)	LAB	MEDEF (focus on the Nuum et Climate Factories)
Veneto Lavoro	Crisis Unit and business services	Account Manager	Veneto Labor Market Information System (SILV) & the Regional Observatory on Labour Market	Territorial animation
Le Forem	« Coup de boost »	Direction unique employeurs (DUE)	Service de Veille, Analyse et Prospective du Marché de l'Emploi (AMEF)	One stop shop
Servei Públic d'Ocupació de Catalunya	New Opportunities Programme	The Cluster Project	Continuous improvement cycle	Youth Employment Support Program
Helsingin Kaupunki	Power BI data-reports – Management with information	IPS- coaching model (individual placement and support)	Work Ability Index (WAI)	Breakfast meetings/events for partners
Agencia para el Empleo de Madrid	Building employability skills through theatre: Fake It method	People and Business Center	San Blas Digital Campus	Public-private partnerships to ensure the inclusive skills of tomorrow: Green jobs
Agenzia Regionale Toscana per l'Impiego	ATI Project to help women on their pathway out of violence	Job fairs: a meeting point between PES, companies and jobseekers	Tuscany Job Portal/accessibility/digital facilitators	ARTI's Communication Plan Reputation/rebranding
Arbetsmarknadsförvaltningen	Welcome house	Integration pact	IPS - Individual Placement and Support	Kommunhubben

● Tools and methodology supporting LDDs

➤ Description of the benchlearning process through LDDs

The LDD is a technique to rapidly immerse a group or team into a situation for problem-solving or idea creation. In the specific context of the project NET PES, LDDs are **short-term study visits designed to facilitate mutual learning among participants**, serving as tools for **exchanging knowledge and insights**. LDDs also allow for:

- comparative analysis;
- mutual and field knowledge of the best models and practices;
- peer-to-peer exchange
- (self and external) assessment of strengths and weaknesses.

The working method requires the **proactive participation** and the **responsible commitment** of all partners involved in the benchlearning process.

The LDD is thus **an essential step in the cyclical process of benchlearning** - as described in the Benchlearning Manual - consisting of subsequent phases:

- 1) the self-assessment of performance by each partner PES;
- 2) the presentation of good practices in the 4 working areas and transversal topics during the LDD;
- 3) the external evaluation by the visiting partners from the other european PES;
- 4) a phase of reprocessing of the feedback provided by the visiting partners by the hosting PES.

The following sections provide a detailed description of tools and methodology supporting the LDDs.

➤ Preparatory phase

• Self-assessment

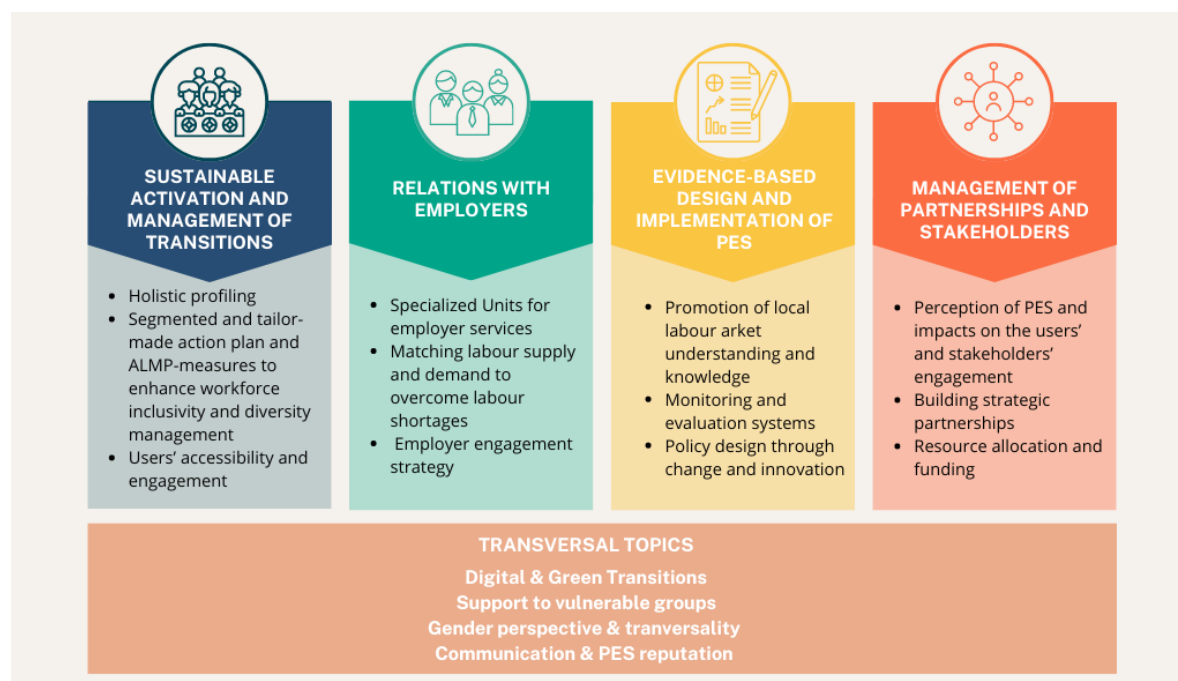
The self-assessment phase represents an opportunity for each PES to reflect on the state of their current performance. The self-assessment process aims to assist each partner in achieving the following objectives:

- **Identifying strengths and weaknesses** by leveraging the expertise and insights of all relevant staff within the organisation;
- Gaining an understanding of the most promising **areas for improvement**;
- Exploring **potential actions to enhance PES' performances**.

On the basis of a set of performance enablers for each of the 4 benchlearning areas selected during the preliminary joint activities, local PES carry out a self-evaluation on their own performance/situation in each of the benchlearning areas.

During WP2, the partnership developed its own methodology to carry out the self-assessment process, supported by a simplified template, elaborated on the basis of the structure of that used by the PES Network and EVADES (Annex 1).

Working areas and performance enablers



For each performance enabler, PES are asked to evaluate where they currently are in the Plan-Do-Check-Act cycle, making references and **bringing concrete evidence of what is stated**. Each section must be completed in a **concise but meaningful way**, so that the other partners can get a general idea of what will subsequently be explored during the LDDs.

To carry out the process, **it would be preferable to set up a multi-professional and multi-level working group** within the organisation, combining different expertise and professional skills of internal staff.

The estimated time to complete the self-assessment process is approximately 1 month.

The self-assessments have to be carried out by each PES organisation before the first LDD, as the hosting partners as well as the visiting partners are supposed to learn something. In this way, everyone should be able to **approach the LDD with a spirit of mutual learning by making suggestions/recommendations** for the PES visited and by **taking "something home" from the experience** to improve our PES performance. The hosting partner must send (**reasonably in advance**) its own self-assessment duly completed to the visiting partners, so that everyone should be able to go through the document, get a general idea of the situation of the PES being visited, highlight any missing information or doubts, as well as strengths and innovative aspects.

➤ *On site/field phase*

Each LDD must be structured according to the general rules provided in the “Roadmap for implementation of Learning Deep Dives”.

Starting from the experience of the pilot LDD in Italy, here below are some practical recommendations to ensure the effectiveness and success of a study visit:

- It is recommended that the host partner presents its best practices, while also **highlighting any critical issues and weaknesses** (where applicable). This would facilitate a constructive dialogue between visiting partners (acting as PES assessors) and the hosting partner during the external evaluation, enabling the latter to consider new ideas and suggestions for improvement.
- While presenting the best practices, the hosting PES should **highlight the connection between the experience shown and the performance enablers to which it refers**.
- The host PES must also **ensure that cross-cutting issues** (digital and green transition, gender dimension, communication strategies, etc.) **are addressed**, either through good practice presentations or through separate, specific sessions, making sure that the visiting partners have all the elements they need to make their external assessment.
- During the LDD, the hosting partner may **involve stakeholders from the local ecosystem** and any other external actors that may be relevant to outline the framework of the PES activities.
- The hosting partner must include in the LDD a **visit to a local employment centre or other relevant location** where the operators/specialists come into contact with users, in order to “experience” and better understand the daily work of the PES staff and to get a general idea of the organisational processes adopted.

● **External-assessment - Light evaluation session**

The visiting partners participating in the LDDs will act as “external assessors” in the hosting country. In fact, LDDs will allow for external assessment to support and mirror the self-assessments by providing feedback from the perspective of informed, interested and well-intended colleagues.



Initially, the partners review the self-assessment document provided by the hosting partners. During the visit, they refer to the same document or use **observation sheets** (Annex 2) to gain a deeper understanding and analyse performance enablers.

Light evaluation sessions must be carried out after each good practice presented (or group of good practices which are consistent with each other, for example those belonging to the same working area), in order to immediately collect the first impressions of the participants. The hosting PES can choose how to structure these rapid participatory sessions, taking into account that the objective is to shed light on the following aspects:

- **Strengths** (positive aspects, innovations, elements of inspiration for other PES, etc.);
- **Weaknesses** (critical points, problems, bottlenecks, etc.)
- **Areas of improvement.**

The collection of information through these light evaluation sessions will be used by the hosting partner to complete the feedback report.

➤ ***Ex post/Follow up phase***

- **Survey for external-evaluation**

Once the field phase is over, it is time to go over the LDD again, this time independently. Each visiting PES should give more detailed feedback (in addition to what emerged from the light evaluation session), based on the information they collected on the observation sheet during the study visit. The tool that supports this specific task is the follow-up questionnaire (Annex 3).

- **Feedback report**

The findings are the basis for the feedback reports that include a detailed analysis of the areas for improvement with suggestions and recommendations. Each hosting partner will create a final report of the visit that will be sent to the WP leader with suggestions and recommendations from the follow-up questionnaires sent by the participating in the LDD.



GLOSSARY

- **ALMP-measures** : Active Labour Market Policies (ALMPs) describe measures to help individuals enter the labour market or to prevent already employed individuals from losing their jobs. ALMPs include various measures, from training to job search assistance, subsidies, supported employment opportunities and programmes to support entrepreneurial activities. The public employment service and the ministries of labour are the principal authorities responsible for ALMPs in most countries.
- **“Baseline situation and needs” Document** : The document provides the main information collected by the project partners with the goal to identify the different needs: labour market characteristics, organisation and structure of services for jobseekers, networks and relations with main stakeholders, PES in digital and green transitions, communication tools, etc.
- **Benchlearning** : Benchlearning aims at creating a systematic and integrated link between benchmarking and mutual learning activities. It supports Public Employment Services (PES) to improve their performance by comparing themselves with peer PES and learning from them, in particular, via qualitative and quantitative assessments of PES performance.
- **Benchlearning areas**: there are 4 Benchlearning areas selected by project partners: 1/Sustainable activation and management of transitions, 2/Relations with employers, 3/Evidence-based design and implementation of PES services and 4/Management of partnerships and stakeholders
- **Benchlearning manual**: One of the results of the WP2 will be the creation of a “Benchlearning manual for local labour market ecosystems”. The objective of the manual is to provide comprehensive support for local and regional employment services that want to apply small-scale benchlearning techniques at a local level. The manual will facilitate the exchange of experiences and best practices, enable (self)-assessment of services, and ultimately enhance performance through collaborative learning.
- **Benchlearning online sessions**: The WP 2 includes eight online meetings aimed a) at learning about the theoretical aspect of the benchlearning methodology; b) at redefining the needs of the partners and at identifying a common definition of the project's four key working area; c) at identifying 4 good practices (1 good practice per area of benchlearning) that will be analysed during the LDD. During these sessions external assessors present theoretical and methodological elements, such as self and external assessment, and the participants carry out activities such as the presentation of best practices, the results of surveys and the identification of the most relevant features of the PES Network’s benchlearning methodology, tools and strategies to be transferred to the “NET PES benchlearning”.
- **Benchlearning sessions during LDD (light evaluation)** : During each LDD, Benchlearning sessions will be organised in order to be able to do light evaluation (using different tools and methods: the “start/stop/continue” method, mentimeter platform or simple discussions, etc.). This means that project partners who visit the host PES undertake to share their observations on strengths,



areas for improvement and recommendations, based on what they observed during the study visit, in particular feedback on best practices.

- **Common Definition Document** : The Common definitions document is a collaborative effort aimed to establish a cohesive understanding of the four identified working areas that emerged as primary priorities during the inception phase of the NET PES project. These areas serve as the cornerstone for the partnership's benchlearning endeavours, guiding the collective efforts towards enhancing performance and fostering innovation within Public Employment Services (PES).
- **Digital transition** in public employment services is a multifaceted process that involves the integration of advanced technologies to consolidate service delivery. It's crucial to ensure that this digital shift not only accelerates efficiency and effectiveness but also remains inclusive, providing easy and safe access for all users, regardless of their digital proficiency. By adopting a proactive approach, PES can anticipate user needs and adapt swiftly, fostering a collaborative and user-focused environment that evolves with the changing digital landscape.
- **Green transition** refers to the transition to a sustainable, low-carbon economy. As the world grapples with the climate crisis, communities, organisations and industries are increasingly focusing on environmentally friendly practices. In this context, public employment services and employment agencies play a crucial role. They identify the specific skills needed for a green economy, help connect skilled workers with employers, and ensure access to training and education so people can thrive in a greener economy.
- **Holistic profiling** in the context of employment services involves assessing an individual's employment potential using a comprehensive approach. This assessment goes beyond traditional 'hard facts' such as employment history, work experience, and formal qualifications. It also considers a jobseeker's full range of competences and skills through skills-based profiling.
- **Labour market transitions** refer to the movements of individuals between different statuses within the labour market. These statuses include employment, unemployment, and economic inactivity
- **LDD** : The Learning Deep Dives (LDD) are short-term learning study visits that will be the tools for learning from each other. At the same time LDD will consist of the external assessment of the PES. The LDDs will be organised as a 3-5 day site visit as a validation of the self-assessment of the hosting PES. The structure of the LDDs foresees preparatory work, visits and observation of practice referring to 4 areas of benchlearning. The results of the LDD will be made available to other staff, with the production of guidelines and lessons learned as basis for sharing with other operators that could not directly participate through(online) "training pills," open to the internal and external stakeholders of the local ecosystems.
- **LTU - Long-term unemployment** refers to the number of people who are out of work and have been actively seeking employment for at least a year



- A **NEET**, an acronym for "Not in Education, Employment, or Training", is a person who is unemployed and not receiving an education or vocational training.
- **Performance enablers** : Performance enablers are qualitative indicators used to evaluate and benchmark the organisational arrangements and operations of Public Employment Services (PES) against the organisational arrangements of an 'ideal PES'. In other words, performance enablers are those qualitative factors or elements that facilitate and enhance the performance of an organisation, allowing the assessment of how well a PES aligns with the ideal PES in terms of organisation and operation. The performance enablers used for the qualitative assessment in the NETPES project are divided into different working areas.
- **P-D-C-A cycle**: The PDCA or Plan-Do-Check-Act method is a four-step, cyclical problem-solving method that organisations use for continuous process improvement. Each stage of the PDCA cycle contributes to the goal of identifying which business processes are working and which need to be improved. In its original structure, the evaluators score and document each task. Anyway, in the NETPES project a simplified model has been applied in which each partner must mark and justify the stage of the process covered. The stages are the following ones:
 - **PLAN**: Recognition of a need or an opportunity and planning a change
 - **DO**: Execution is managed through defined processes and responsibilities and diffused throughout the relevant parts of the organisation
 - **CHECK**: Review of the test, analysis of the results, identification of the critical points
 - **ACT** : Take actions based on the lessons learned in the study step
- **PES** : Public Employment Services
- **Roadmap** : The roadmap aims to facilitate the effective implementation of the 6 Learning Deep Dives for project partners. The roadmap also provides practical guidance for activities related to Work Package 3 (WP3). Its ultimate goal is to enhance knowledge sharing and foster meaningful collaboration among partners during field visits.
- **Self-assessment** : The process through which each PES (1) identifies strengths and weaknesses in different areas of functioning; (2) establishes potential areas of improvement; (3) identifies and documents potential actions and ways that could improve those promising areas of work and structures.
- **Surveys** : In order to better define the benchlearning areas identified by the partnership and get a multi-level perspective on their scope and priorities : **mid-management internal staff of the PES** involved in the project & **local PES stakeholders and partners** engaged in each territory and actively are asked to complete a quick survey. The survey includes questions on four benchlearning areas and aims to investigate some transversal issues, including the work inclusion of vulnerable groups, the digital and green transitions and gender transversality.



- **VET (Vocational Educational and Training) provider** refers to an individual or corporate body that administers work placements, apprenticeships, and internships. These providers offer vocational educational programs at further education or higher levels.
- **WP** : Working package. The NET PES project is composed of five WPs: 1. Project Management; 2. Finetuning a Common Definition; 3. Implementing Learning and Benchlearning; 4. Capitalization and Transferability of the Lessons Learned; 5. Communications, Dissemination and Sustainability of the Project.

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